



B1 / ADFELPS 5
and above

Military English

Lesson: A job in the Army – Infantry Officer – Reading

TEACHER'S COPY

Overview:

This lesson presents vocabulary related to Infantry Officers.

In this lesson, you will:

- ✓ read and find the main idea and detail in a text
- ✓ learn the meaning of new words
- ✓ use new words in a conversation

Prepare for Reading

1) Look at the pictures below and answer the questions with your partner.

Before students (Ss) start, direct them to the white text box below. Ss work in pairs to fill in the gaps with letters, one letter per gap. Tell them the first S to complete the word, shouts STOP! Ask that S to give the answer (ans) to the whole class. Ask CCQs: 1. Does infantry include tanks? (n); 2. Does infantry include aircraft? (n); 3. Give me some examples of weapons used by the infantry. (assault rifles, pistols, mortars, grenades, etc). Now, have Ss discuss the questions (Qs) in pairs. Give them 3min. Monitor and provide help if needed. For feedback (FB), ask random pairs to quickly give their ans, one pair per Q.

a. What are the jobs of an Infantry Officer?

Ans will vary. A few examples are: go on reconnaissance (recon); go on patrols; use small weapons e.g. rifles, pistols, mortars; be a sniper; attack the enemy etc. If necessary, to clarify the meaning, give examples of weapons: knife, rifle, pistol, rocket or atomic bomb. Ask these CCQs: 1. Can weapons be small or big? (y); 2. Are weapons used to kill the enemy? (y).

b. On missions, what does an Infantry Officer need to be successful?

Ans will vary. A few examples are: be strong (mind and body), be good at using weapons, work in teams (teamwork), be a good leader, etc.



? **i n f a n t r y** = The part of the army that directly fights the enemy, often on the front lines. The soldiers usually move on foot.

Reading

2) Quickly read the job description of an Infantry Officer. What is each paragraph 1-4 about? Write the number next to each sentence below.

Ask Ss to read the txt quickly. They don't have to understand all the words, but just get the main idea of the paras. Monitor and if you see a wrong ans, tell that student to correct it (and come back to check later). Also while monitoring, note Ss with correct ans, one S per correct ans, for FB. For FB, ask Ss to check with a partner, then ask those Ss with correct ans to tell their ans to the whole class.

1 a. When and how Infantry Officers know what roles they will do.

3 b. What Infantry Officers might do in their first posting.

2 c. The jobs and requirements of infantry soldiers.

4 d. The job(s) Infantry Officers may do in the third year.

← If needed, explain 'posting': it's when military personnel are sent to work in another unit, doing a different job. In the ADF, postings usually last for 2-3 years. Ask CCQs: 1. Is posting a noun in this sentence? (y); 2. What is the verb of posting? (to post / to be posted e.g. I was posted to Army Headquarters last year).



ARMY

INFANTRY OFFICER

About the role:

- 1 Army General Service Officers are given specific roles shortly before graduation from the Royal Military College (RMC). These roles are based on their success during training.
- 2 The job of the Infantry is to find and **engage** the enemy, to kill or **capture** them, to take and hold ground, and to **repel** attacks. They do this by day or night, in any weather or terrain. Infantry is the main combat part of the Army. This job needs soldiers and officers to be very strong both mentally and physically. Officers, in particular, are expected to lead by example.
- 3 Some of the **cadets** who complete their training from RMC are assigned to the Royal Australian Infantry (RAInf) Corps. These officers can expect to spend three or four years as a Lieutenant (LT). Their first job will usually be in an **infantry battalion**. During this time, they will usually be a **rifle platoon Commander** and possibly a **specialist platoon Commander**.
- 4 Some officers may spend their **third year** in one of the following **positions**:
 - **Command of a Battalion's specialist platoon**, such as heavy weapons, **reconnaissance**, **sniper**, or **mortars**.
 - **Platoon Commander** at the School of Infantry (Singleton, New South Wales) or the 1st Recruit Training Battalion (Kapooka, New South Wales).
 - **Liaison officer** at a brigade headquarters.

3) Read the text again and decide if the statements are True (T) or False (F).

Tell Ss to read each statement before reading the txt again. Then tell them to read the txt, but this time, slower and more carefully and decide if the statements are T or F. Give Ss 5-8min. Monitor and if you see a wrong ans, give tips such as “there are 2 wrong ans here. Which ones are they?” Then come back to check that S’s ans again. For FB, ask Ss to check in pairs. Then ask random Ss for the ans and ask why they think it’s true/false – ask that S to find the information in the txt if possible. Ans are colour coded below and in the txt.

- T a. After graduating from RMC, Army General Service Officers can have different jobs. A key word in the highlighted bit in the txt is ‘usually’, which means they don’t always do the same job.
- T b. Officers in the Royal Australian Infantry (or Infantry Officers) are good leaders when they show their soldiers how to behave.
- T c. Infantry Officers should have good fitness (body and mind).
- F d. After graduating from RMC, Infantry Officers assigned to the Royal Australian Infantry Corps will usually be in charge of a battalion. The key words here are 1. ‘platoon commander’ (platoon and battalion are different things; 2. ‘...can expect to spend three or four years as a lieutenant’ (battalions are commanded by more senior officers).
- F e. Three years after being assigned to the Royal Australian Infantry Corps, Officers become Platoon Commanders.

Learning Military Vocabulary



4) The words in **bold** are important military words that you should learn. Match the military words on the left to their definitions on the right. Look at the example first.

Ask ss to look at the example. Explain: 1. match the words in **bold** on the left with the definition on the right; 2. the tables are separate so the ans for table one are only in table one. Give Ss 10min. It’s important to monitor. Go around the class and randomly check Ss’ ans. If they’re incorrect, just say they’re incorrect and let them work out the mistake. Give Ss more time if necessary. Then ask them to check with a partner. After this, ask individual Ss to give ans to the whole class, one S per ans.

table one		
about the role (n)	f	a. a large group of soldiers (300-1,000) who fight on the ground; the officer in command is usually a Lieutenant Colonel
find and engage the enemy (v)	e	b. a student training to become a military officer
to kill or capture them (v)	d	c. a small group (20-50) of soldiers who work together as a team; the leader is usually a Lieutenant
to repel attacks (v)	g	d. to take control of the enemy or their territory and stop them from fighting
some of the cadets who complete (n)	b	e. to start fighting or attacking the enemy
an infantry battalion (n)	a	f. specific duties or positions assigned to personnel based on their performance and skills
to be a rifle platoon commander (n)	c	g. to push back, or stop the enemy from coming closer



table two

<p>a battalion's specialist platoon (n)</p>	<p>l</p>	<p>h. a marksman who is trained to shoot at targets from far away; they often hide from the enemy</p>	
<p>reconnaissance (n) <i>also recce /'reki/, or recon /'ri:kən/</i> Explain recce and recon are often used in place of the longer word reconnaissance. Quickly model and drill these two words (pron practice of 'reconnaissance' will be done in task 5 below).</p>	<p>j</p>	<p>i. a type of weapon that fires explosive shells at high angles to hit targets that are far away or hidden</p>	
<p>sniper (n)</p>	<p>h</p>	<p>j. to gather information about enemy forces or terrain</p>	
<p>mortars (n)</p>	<p>i</p>	<p>k. an officer who helps different groups communicate and work together; they make sure everyone has the information they need</p>	
<p>liaison officer (n)</p>	<p>k</p>	<p>l. a group of soldiers with special skills for certain tasks; they do things like work with heavy weapons, handle communications and provide medical help</p>	
<p>brigade headquarters (n)</p>	<p>m</p>	<p>m. a large group of soldiers in the army – usually 3,000-5,000 soldiers</p>	

Ask these CCQs to consolidate vocab comprehension:

role – 1. Is a role a job or responsibility someone has? (Y); 2. Does every soldier in the infantry have a role? (Y); 3. Can a role change depending on the mission? (Y).

engage – 1. Does engaging the enemy mean fighting with them? (Y); 2. Can soldiers engage the enemy from far away? (Y, by using weapons such as mortars, cannons, missiles, etc); 3. Does engaging the enemy mean running away? (N).

capture – 1. Does capturing the enemy mean taking them as prisoners? (Y); 2. Can you capture an enemy without hurting them? (Y); 3. Does capturing mean letting the enemy go? (N).

repel – 1. Does repelling an attack mean stopping it? (Y); 2. Can soldiers repel an attack by defending their position? (Y).

cadets – 1. Can cadets be part of the infantry? (Y); 2. Does a cadet have as much experience as a soldier? (N); 3. is a cadet usually young or old? (young).

infantry battalion – 1. Is an infantry battalion a large group of soldiers? (Y); 2. Does a battalion usually include many platoons? (Y); 3. Is an infantry battalion part of the army? (Y).

platoon – 1. Is a platoon larger than a battalion? (n).

specialist platoon – 1. Is a specialist platoon a group with special skills? (Y); 2. Can a specialist platoon include snipers or reconnaissance soldiers? (Y); 3. Does every infantry battalion have a specialist platoon? (Y, often).

reconnaissance – 1. Can reconnaissance soldiers work behind enemy lines? (Y); 2. Does reconnaissance mean attacking the enemy? (N); 3. Do reconnaissance soldiers carry weapons with them? (y).

sniper – 1. Does a sniper use a special rifle to hit targets from far away? (Y); 2. Does a sniper usually work alone or in small teams? (Y); 3. Does a sniper fight in close combat? (N)

mortar – 1. Is a mortar a weapon that fires bombs into the air? (Y); 2. Can a mortar be carried by soldiers? (Yes, smaller ones.)

liaison officer – 1. Can a liaison officer work with other armies or teams? (Y); 3. Does a liaison officer fight on the front lines? (N).

brigade – 1. Is a brigade a large group of soldiers made up of several battalions? (Y); 2. Does a brigade usually have thousands of soldiers? (Y); 3. Is a brigade smaller than a platoon? (N).

5) Now let's practise saying the words. Listen and repeat.

a. Look at the words in the tables. See where the stress is marked with underlining. Listen and repeat.

Before playing the recording, explain that the first word "role" has only one syllable, so no stress is marked. For the second word, "engage", ask the Ss: 1. How many syllables in this word? (two); 2. Which syllable has the stress, first or second? (second). Then play the recording and ask the whole class to repeat. If ss are not sure of how to make the stress on the syllable, model the word for them and make the stressed syllable longer and louder.

b. This time do not look at the words. Listen and repeat.

Ask Ss to put the lesson paper away so that they can't see the words. Then play the audio and ask Ss to listen and repeat. Ask individual Ss to repeat this time.

6) Complete the sentences below with words from exercise four.

Ask Ss to work individually to complete the sentences using the vocab from the tables in task 4. Give them 5-7min. Monitor and help with ans, if needed. Then, let Ss check the ans with their partner, and ask if they agreed or disagreed with each other. Then do the FB with the whole class. Ask random Ss to read the whole sentence. OPTIONAL TASK - If you have time, let Ss write a sentence related to their units using some vocabulary from this exercise. They then show it to a partner so they can help correcting them.

a. Before the attack, the platoon conducted a reconnaissance to locate the enemy positions.

b. The mission was a success as the platoon managed to capture the strategic hill from the enemy.

c. The Lieutenant Colonel took command of the 5th battalion for their deployment overseas.

d. During a joint military exercise, the liaison officer from participating countries makes sure their forces coordinate their plans and work well together.

e. The sniper hides in a safe place and waits for the right moment to fire at a target.

f. The mission was to repel the attack and stop the enemy from advancing.

joint military exercise (n) – when the military of two or more countries train together

Practice

7) Work with a partner. Let's practise the words from this lesson in a role play.

- Student A: you're a Recruitment Officer. Your job is to help people interested in joining the Army.
- Student B: you want to become an Infantry Officer. You want more information about this role.
- Look at the questions below. Before you begin, think about how you will answer them.
- Try to use the **new words you've learned in this lesson**. You can use ideas from exercises 2-4 for help.

Ask Ss to decide who is S A and B. Tell them they will use the sentences below in their conversation. The sentences that have dot, dot, dot at the end (point them out to the Ss) mean they will have to complete them in their own words. Explain that a recruitment officer helps find and select the best candidates to join the military. Now give 5min for Ss to work individually to plan what they're going to say. Ask ICQs: 1. Are you going to complete the sentences that have dot, dot, dot with your own words? (y); 2. Are you going to use as many new words from this lesson as you can? (y); 3. Can you make notes on a piece of paper if you like? (y). When they're ready, they can start the role play. Monitor and help, especially with pronunciation and accurate use of vocab. For FB, select a strong pair of Ss to act out the conversation again in front of the classroom.

Student A

Good morning.

Of course. They're very important in the Army.
Why are you interested in the Infantry?

Ok, and do you know why the Infantry is so important in the Army?

Infantry Officers can expect to...

The officers spend three or four years as...

Student B

Good morning. Can I ask about the infantry?

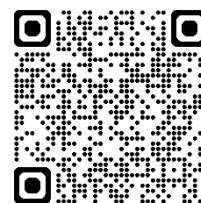
I'd like to be an Infantry Officer because...

Yes, the Infantry is important because...
...
What are the main jobs I will do in the Infantry?

Ok, thanks. One more question. What happens after the cadet training finishes?



- Watch this video about infantry soldier training. Type on YouTube [The Royal Australian Corps of Infantry regimental officer basic course \(ROBC\)](#) or scan the QR code. →



This is an optional activity. Either give it as homework or watch it in class. If in class, play it where all Ss can see, or ask them to scan the QR code and watch it on their devices. Ask Ss to read the Qs before they watch it, then circle the ans as they watch. If this is set as homework, make sure to check their work in the next lesson.

Watch the video and circle one correct answer for the questions below.

- What type of infantry training are they doing?
sniper training // **jungle training** // physical training
- What is the most difficult part of the course?
less time to act // flying on a helicopter // being a leader
- Soldiers who want a successful career in infantry need to be:
big, strong and fit // **willing to be outdoors for many hours** // good at air assaults

- For more practice with the words you've learned here, scan the QR code for a set of flashcards. You can do some more study on the vocab in this lesson on your own with these. →



The QR code takes ss to a Quizlet flashcard set. It's a very useful tool for self-study (e.g. revise the vocab in this lesson). Ss can test their knowledge with flashcards or computer generated activities. Ss will have to create a Quizlet account, which is free. Encourage them to install the Quizlet app, as most of the Military English lessons have a Quizlet set. Ask ss to access this set two days after the lesson as a revision activity, then access it every so often (e.g. every 2 weeks) to practise.

- This lesson links with: Lesson – Out Field (Reading)
Lesson – Recruit Training in the Australian Army (Listening)
Vocabulary Builder – Terrain Features
Vocabulary Builder – Ranks in the Australian Army